



Postgraduate Program "Strito Sensu" Master's and Doctorate in Educational Sciences from Florida University – USA Department of Education at FUUSA. Special and Inclusive Education Discipline.

RESUME

MACHADO, S. G.; LORETE, E. O. (Org). IFES Inclusive Education Seminar: Inclusive Education: multiple practices and perspectives. Vitória: Venda Nova do Imigrante: Federal Institute of Education, Science and Technology of Espírito Santo, 2019.

Machado and Lorete (2019) present the book "Inclusive Education: Multiple Practices and Perspectives"³, the result of a set of encounters and disagreements, which culminated in a work dedicated to the search for a more inclusive society. The authors thank the collaborators for entrusting their productions to this compilation, highlighting their commitment to defending everyone's rights.

The e-book brings together 24 works by teachers and researchers in the area of Special and Inclusive Education, presented during the 1st Inclusive Education Seminar, promoted by the Center for Assistance to People with Specific Needs (Napne) at Ifes Campus Venda Nova do Imigrante in August 2018. Although the time elapsed from the event to publication was significant, the themes covered in the texts remain relevant and constantly evolving.

The organization of the texts follows the alphabetical order of the titles, demonstrating an inclusive and diverse approach. Each work presents perspectives and practices related to the inclusion of different audiences, such as people with visual impairment, deaf-blindness, Williams syndrome, autism spectrum disorder, among others. The work also deals with public policies, curricular adaptation, Napne's performance, high abilities and giftedness, attention deficit hyperactivity disorder, as well as the importance of reflecting on inclusion in undergraduate courses.

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³ Resume do Article "Inclusive Education: Multiple Practices and Perspectives", The e-book brings together 24 works by teachers and researchers in the area of Special and Inclusive Education.

The organizers' intention is that this work can serve as a source of inspiration and knowledge for all those involved in the construction of inclusive practices, contributing to new reflections, research and actions that effectively promote inclusion in education and society as a whole .

The study carried out by Machado and Lorete (2019) addresses the constitution of ethos in the training of translators and interpreters of the Libras-Portuguese language pair, seeking to problematize an ethical understanding based on Foucault's perspective. For a long time, ethics in this context was understood in a rigid way, guided by norms and codes, however, the authors propose a reflection that goes beyond these conceptions, exploring the idea of caring for oneself and others.

The research reveals that, with the increasing institutionalization of the training of these professionals, new ethical issues arise that need to be considered. The transition from technical courses to academic courses brought significant changes, impacting not only the practice, but also the ethical understanding of interpreters.

When analyzing the narratives of the interviewed interpreters, a diversity of perspectives on ethics is observed. Some emphasize more practical aspects, such as dress and posture, while others highlight the importance of fidelity in translation and interpretation. However, there is still a tendency to associate ethics with external norms, without deeply exploring subjective and relational issues.

Foucault's approach to ethics as a practice of caring for oneself, others and the world is mentioned, but not all interpreters are able to relate this perspective to their professional practice. Still, there are signs of an evolution in this understanding, especially when interpreters demonstrate concern about the impact of their actions on deaf people and seek to guarantee equal access to information.

Advances in legislation and challenges in practice, as pointed out by Machado and Lorete (2019) have marked the construction of inclusive education in Brazil. Since the Federal Constitution of 1988, which guarantees the right to education for people with disabilities, to the Brazilian Law for the Inclusion of Persons with Disabilities of 2015, there has been significant progress in recognizing and guaranteeing educational rights. However, despite these legal advances, challenges persist, especially with regard to the effective implementation of inclusive education in everyday school life.

Brazilian legislation has evolved over time to promote the inclusion of all people with disabilities in education, in accordance with the principles of the Salamanca Declaration of 1994. The Law of Guidelines and Bases of National Education, of 1996, and the Brazilian Law of Inclusion, 2015, are important milestones in this process. However, simply establishing laws does not guarantee effective inclusion in practice.

In the school context, there are still significant challenges to be faced. The coexistence of different educational models and paradigms reflects the complexity of implementing inclusive education. The redefinition of social values and the change of attitudes on the part of all educational agents are necessary to promote a truly inclusive environment. Inclusion in education is not just about complying with legal standards, but about ensuring equitable access to education, respecting and valuing human diversity.

Therefore, the construction of inclusive education in Brazil is a constantly evolving process, which demands not only advances in legislation, but also a cultural and attitudinal transformation throughout society. An ongoing commitment to promoting equal opportunities and respecting the dignity of all people, regardless of their abilities or conditions, is necessary.

Machado and Lorete (2019) present an experience report from the Center for Assistance to People with Specific Needs (NAPNE) at Campus Ibatiba, which focuses on adapting the physical space and curriculum to meet the needs of a student with a physical disability. The student in question has myelomeningocele, which results in reduced mobility and the need for a motorized wheelchair. Initially, restrictions were identified regarding the furniture in the Biology and Chemistry classrooms and laboratories. Given this, an analysis was carried out to determine the necessary interventions in the physical space, aiming to guarantee the student's effective participation in classes, especially in practices.

It was observed that adapting classroom desks to allow wheelchairs to fit was an initial, but simplistic, solution. In the laboratories, additional difficulties were detected, such as the height of the benches and their lack of fit to the wheelchair. As a solution, the acquisition of tables adapted for wheelchair users was proposed, providing greater accessibility to the most used school environments. With the arrival of adapted furniture, the feasibility of accessibility and efficiency in the use of school equipment and materials was confirmed. This report highlights the importance of adapting the space and curriculum to ensure the inclusion and full participation of students with disabilities in the educational environment.

Machado and Lorete (2019) address the importance of Vygotsky's historical-cultural conception for the teaching and learning of children with visual impairments. Through bibliographical research, the authors highlight the relevance of this theoretical perspective to improve the knowledge of education professionals, especially in the context of school inclusion.

Vygotsky emphasizes that human development occurs through semiotic and social mediation, where language, social experience and interaction with others are fundamental. In this sense, it is crucial to offer conditions for the development and social participation of children with visual impairment, recognizing their specificities and promoting their autonomy and action in society. Vygotskian theory provides a new look at pedagogical practices, highlighting the importance of the teacher's mediation in the learning process and the construction of knowledge by the student. Thus, the authors aim to contribute to a more inclusive education, which values diversity and promotes the full development of all students.

The study developed by Machado and Lorete (2019) addresses the teaching-learning process of the concept of numbers in children with Williams Syndrome, based on Vygotsky's compensation theory. The work highlights the importance of Special Education in meeting the singularities of subjects with disabilities, proposing a qualitative investigation based on a single exploratory case study. The research seeks to understand **Williams Syndrome**⁴, characterized by cognitive, behavioral, motor and physical impairments, and discuss the learning possibilities of these children.

The relevance of Vygotsky's contributions to educational work with children with disabilities is also highlighted, emphasizing their compensatory mechanisms.

In the context of mathematics teaching, the challenge lies in inserting these students into the teaching-learning process, promoting a contextualized environment that favors participation and inclusion. The study aims to provide support for the development of inclusive pedagogical strategies, such as the use of games, and contribute to a more accessible and inclusive mathematics education for all students, especially those with Williams Syndrome.

⁴ Williams syndrome is a disease characterized by a "gnome or fairy face", a small, upturned nose, curly hair, full lips, small teeth and frequent smiling. These children typically have coordination and balance problems, presenting psychomotor delay.

Machado and Lorete (2019) discuss the rights of people with disabilities, focusing on Autism Spectrum Disorder (ASD)⁵ and related public policies. The article highlights the importance of knowing and promoting these rights to strengthen social inclusion and guarantee access to adequate services. ASD is described as a neurological condition that affects social communication and behavior, requiring early intervention to mitigate its effects.

In Brazil, the evolution of the rights of people with disabilities is evidenced by legal frameworks and international treaties. The 1988 Constitution broke with the welfare model, guaranteeing rights such as health, education and access to the job market. Brazilian legislation, in line with the UN, recognizes equal rights for people with disabilities and promotes social inclusion policies.

Inclusive education and health care are fundamental pillars of these policies. The Salamanca World Conference on Special Education established principles for school inclusion, while the Health Care Network for Persons with Disabilities aims to guarantee access to health and rehabilitation. Public policies aim to structure the collective of interests, reducing inequalities and promoting social inclusion.

The 2015 Statute of Persons with Disabilities stands out as an important milestone that aims to guarantee rights, opportunities and accessibility for people with disabilities. The law redefines concepts and establishes measures to promote inclusion and guarantee equal rights. Promoting these rights requires not only adequate legislation, but also a change in mentality and social practices to embrace and respect differences.

The work of Machado and Lorete (2019) addresses the importance of Special Education in undergraduate courses, highlighting the need for reflection on the relevant legislation and the training of teachers to deal with the inclusion of special students in regular education classrooms. The research carried out was based on the analysis of current legislation, specialized literature and interviews with basic education teachers.

The school inclusion of students with disabilities faces challenges, especially due to mistaken practices and lack of preparation of education professionals. Views that label these students as failures persist, instead of recognizing their potential and capacity for

⁵ Autism spectrum disorder (ASD) refers to a series of conditions characterized by some degree of impairment in social behavior, communication, and language, and by a narrow range of interests and activities that are unique to the individual and carried out in a repetitive.

development. To promote true inclusion, it is necessary to rebuild pedagogical practices that meet the individual needs of all students.

Brazilian legislation guarantees the right to education for everyone, including specialized care, preferably in the regular education network. However, simply guaranteeing access is not enough for effective inclusion. It is crucial that professionals are trained and engaged in providing an educational environment that promotes the academic and social development of all students, respecting their differences and potential.

The research also highlights the importance of training qualified teachers to serve students with disabilities in regular education classrooms. Disciplines that address diversity and special education should be included in teacher training courses, providing theoretical-practical knowledge that helps them work with a diverse and broad audience. Given this, it is essential to rethink educational practices and invest in teacher training to guarantee inclusive and quality education for all students, regardless of their differences and needs.

The work "Emitting the Look that Welcomes: Building Paths for Inclusive Practices at IFES – Campus Venda Nova do Imigrante", by Machado and Lorete (2019), proposes the implementation of inclusive practices at school, focusing on Specialized Educational Assistance (AEE) to students with specific educational needs. Document analysis and the experience on Campus allow us to identify progress made and actions to be implemented to make the school more inclusive.

The study is based on theoretical references from various professionals in the field of special and inclusive education, as well as international declarations and treaties to which Brazil is a signatory. It also considers the federal and IFES legal framework, such as Superior Council Resolution No. 55 of 2017. The Venda Nova do Imigrante Campus, located in the mountainous region of Espírito Santo, began its academic activities in 2010 and has sought to establish partnerships with the community, offering courses and extension actions.

The work highlights the importance of Specialized Educational Assistance (AEE) on campus, started in 2013, and the creation of the Service Center for people with specific educational needs (Napne) in 2011. Currently, Napne has ten professionals from different areas of performance. This diversity suggests that the campus is working to make inclusive education an institutional project.

The study is organized into three main sections: "Knowing the Paths to Inclusion", "Breaking Barriers and Building Possibilities" and "Emitting the Look that Welcomes: Proposals for Napne's Actions". Each section addresses historical, social, political and legal aspects relevant to understanding and implementing inclusive practices at school. At the end, the achievements already achieved and future actions to build a more inclusive school are presented.

The main objective of the educational project developed by Machado and Lorete (2019) was to apply a didactic activity in the teaching of Science, with the aim of promoting reflections on its construction and application in the students' teaching-learning process, especially from an inclusive perspective. The activity was planned and executed taking into account the needs of the students, in a class made up of 28 students, including four with special educational needs.

The methodology adopted was research-based teaching, which presupposes the active participation of students in the learning process. This involved carrying out a practical activity on the topic "Bacteria", following the content of "Personal Hygiene and Health" worked by the teacher. The activity was divided into two moments: initially, there were questions to assess the students' prior knowledge, followed by the collective reading of an informative text. Then, the experiment was presented with a black box and a Neon lamp, where students were able to investigate the presence of dirt and bacteria on surfaces, such as their hands, after being sprayed with alcohol mixed with highlighter pen ink. The importance of personal hygiene for health was discussed in a conversation with students.

This pedagogical approach aims to stimulate students' scientific literacy, preparing them to understand the concepts and natural phenomena studied. By adopting teaching practices that promote interaction between students and teachers, such as the experimental class held, the project highlighted the importance of mediation in the teaching-learning process.

In the current context of education, it is essential to promote changes in school curricula and pedagogical projects, introducing strategies that motivate students and make Science classes more attractive and inclusive. Through approaches such as research-based teaching, it is possible to provide dynamic and meaningful learning, contributing to the development of more accessible and quality education for all.

Machado and Lorete (2019) address in their study the importance of understanding and valuing students with High Abilities/Giftedness (AH/SD)⁶ and Logical-Mathematical Talent. They highlight that inclusive education is a political, social, cultural and pedagogical issue that aims to guarantee access and retention of all students at school, without discrimination. In the context of this inclusion, it is essential to recognize and meet the specific needs of students with AH/SD and Logical-Mathematical Talent.

The authors highlight that the definition of giftedness is related to superior performance and abilities in any area, highlighting the influence of the historical and cultural context on the perception of these abilities. They discuss different theoretical perspectives, such as Gardner's Theory of Multiple Intelligences and Renzulli's Theory of the Three Rings, which approach giftedness as a multifaceted phenomenon that involves not only cognitive abilities, but also emotional, social and personal aspects.

Machado and Lorete (2019) highlight the importance of identifying and valuing the potential of students with AH/SD and Logical-Mathematical Talent, seeking pedagogical alternatives that meet their specific needs. They highlight the need to create an inclusive educational environment that promotes the flourishing potential of all students, regardless of their individual characteristics. In short, the study emphasizes the importance of a holistic and inclusive approach to education, which recognizes and values the diversity of students' skills and potential.

In the study conducted by Machado and Lorete (2019), the discussion revolves around inclusive education and teacher training, with a particular focus on the inclusion of deaf students. The research aims to identify how teachers perceive inclusion and how their academic and professional training can contribute to the effective inclusion of students.

Initially, the importance of school as a space for inclusion and learning for deaf people is highlighted, highlighting the need for satisfactory interaction between deaf and hearing people to break down communication barriers and minimize the marginalization of deaf people in society. In the context of discussions on inclusive education, teacher training emerges as a crucial factor in facilitating the inclusion of deaf students. Teachers play a fundamental role as mediators not only of teaching-learning, but also of socialization between students, regardless of their differences.

⁶ While the term "high abilities" emphasizes aspects that are shaped, modified and enriched by the role of the environment (family, school, culture), the term "giftedness" refers to the innate and genetic aspects of intelligence and personality.

However, the research reveals a significant gap in the specialized training of teachers to deal with deaf students, reflected in the difficulties encountered by teachers when teaching classes to these students. The lack of inclusive education courses and the lack of knowledge of the Brazilian Sign Language (Libras)⁷ are aspects that highlight the urgent need for more qualified training in this area.

Despite these limitations, the results also point to a growing awareness among teachers about the rights of deaf students, indicating a willingness to seek qualifications and knowledge of the laws that support these students.

Given these findings, the urgency to reframe and enhance teacher training for an increasingly inclusive school stands out. This reframing must involve not only teachers, but also the school, family and community, in order to promote effective inclusion and value the role of teachers in this process of educational transformation. In the study conducted by Machado and Lorete (2019), reflections on the inclusion of deaf students in common schools are addressed, highlighting the importance of teacher training and educational legislation in this context..

Initially, it is highlighted that the inclusion of deaf people in regular schools is supported by legislation that guarantees the right to education for all individuals. However, this inclusion goes beyond enrollment and requires a change in schools' thinking and practices so that they become truly inclusive.

The research highlights the need for teachers to understand more deeply what educational laws recommend regarding the inclusion of deaf people, emphasizing that teacher training must provide spaces for critical reflection on these documents. Furthermore, the importance of investing in the continued training of teachers is highlighted so that they can review their practices and collaborate effectively towards the inclusion of deaf students.

The methodology adopted consisted of a bibliographical research, which included the analysis of master's and doctoral studies related to the topic of deaf inclusion. These studies highlighted the relevance of addressing current legislation during teacher training, in order to deepen knowledge about school inclusion and deaf education.

⁷ The Brazilian Sign Language (LIBRAS) is the sign language used by deaf people in Brazilian urban centers and legally recognized as a means of communication and expression.

Given this scenario, the study points to the need to promote dialogues between legal documents and the reality experienced in schools, aiming for a broader and more effective understanding of the inclusion of deaf students. This critical and reflective approach can contribute to the construction of more inclusive practices and the realization of the right to education for all students, regardless of their differences.

The study carried out by Machado and Lorete (2019) focuses on helping deaf students in mathematics classes, investigating the teaching and learning processes through visual resources and the Brazilian Sign Language (LIBRAS). To this end, they discuss laws, decrees and policies that guarantee the right to education for deaf people, in addition to basing their analysis on sociohistorical theories, especially those of Vygotsky. The field research was carried out in a municipal school in Alegre, ES, with the aim of understanding the practices of mathematics teachers with deaf students and reflecting on the teaching and learning processes.

Brazilian legislation, such as Law No. 7853/89 and the Brazilian Law for the Inclusion of Persons with Disabilities (No. 13.146/15), guarantees the right to education for everyone, including people with disabilities. However, despite legal advances, there are still challenges in the effective inclusion of deaf students in regular education. Several guidelines, decrees and laws were created to universalize access to education, but the reality of school inclusion is still under construction.

The authors highlight the importance of the Brazilian Sign Language (LIBRAS) as a means of communication and expression for the deaf, officially recognized by Law nº 10436/2002. They argue that bilingualism is fundamental for the linguistic and cognitive development of these students, providing a bilingual education that respects their linguistic specificities.

In the context of the mathematics classroom, it is essential that teachers know the linguistic particularities of their deaf students and use visual resources to facilitate understanding of the content. Observations carried out in a municipal school in Alegre, ES, highlighted the importance of planning differentiated activities and interaction between mathematics teachers, LIBRAS interpreters and Specialized Educational Service teachers to promote the inclusion and learning of deaf students.

Finally, the authors highlight the need to respect the differences between deaf and hearing people, promoting an inclusive school environment that values the linguistic and

cultural diversity of students, contributing to the full development of their education and academic training.

Machado and Lorete (2019) carried out a qualitative study of an exploratory nature with the aim of developing playful activities for teaching Mathematics in the context of Specialized Educational Assistance (AEE) for students with disabilities. The work involved participant observation and semi-structured interviews to understand the perception of teachers and students about the proposed activities.

The partial results highlighted the importance of joint planning of activities with the AEE teacher, aiming to resolve the difficulties identified during the observations. Each activity was directed towards specific objectives, seeking to create favorable conditions for student learning. The need for careful mediation during activities was highlighted, considering the different ways students with disabilities learn.

The study also addressed the importance of inclusion and special education in the school context, highlighting the need for respect, acceptance of diversity and accessibility to guarantee inclusive teaching practice. The use of games and concrete materials was identified as an effective strategy to promote meaningful learning of Mathematics, enabling active participation by students and making classes more enjoyable and accessible.

By adopting this methodological approach, Machado and Lorete (2019) sought to contribute to the improvement of Mathematics teaching in the context of AEE, aiming to provide quality and inclusive education for all students, regardless of their specific needs.

Machado and Lorete (2019) addressed the importance of an inclusive approach to teaching Mathematics, especially for students with special needs. Given the diversity present in classrooms, teachers face significant challenges in ensuring good academic development for all students. In the context of Special Education, the lack of preparation of educators and the scarcity of appropriate methodologies are frequently faced issues.

Given this scenario, the research highlighted the relevance of playful methods, such as the use of geometric solids, to facilitate the teaching of Mathematics to students with special needs. The visual and concrete approach provided by geometric solids can be an effective alternative to promote meaningful learning, especially for students with visual or hearing impairments.

The research sought to develop a teaching methodology that used geometric solids as a teaching resource in geometry classes, aiming to improve the performance of teachers in Basic Education and provide more effective instruction for students with special needs. The methodology adopted consisted of a bibliographical review, which included consultation of available books, periodicals and scientific articles..

The inclusive Mathematics approach is essential to ensure that all students have access to quality education,⁸ promoting equal opportunities and combating prejudice and exclusion. However, it is necessary to invest in teacher training and the implementation of educational policies that value diversity and meet the specific needs of each student, especially those with disabilities.

Machado and Lorete (2019) discussed the complexity of language and the need for specific approaches for people with visual and hearing impairments, especially in the context of sign language. They highlighted the importance of touch as a fundamental sense for the communication and interaction of deafblind people.

The analysis of the characteristics of deafblindness revealed the need to consider forms of communication and interaction adapted to the visual and auditory limitations of deafblind people. Among the possible systems, haptic systems stand out, such as Tadoma, dactylography and tactile sign language (Libras Tátil), in addition to the Braille code and alphabetic writing on a flat surface.

The haptic system, which involves the tactile perception of the geometric properties of objects, shows promise for receptive and expressive communication in pre-linguistic deafblindness. Tadoma, for example, allows the acquisition of speech through the sensation of vibrations during the articulation of sounds, while typing uses the manual alphabet to express words and concepts.

Given the diversity of needs and abilities of deafblind people, it is essential to explore and develop different forms of communication and interaction that meet their individual specificities, thus ensuring their full inclusion and participation in society.

⁸ https://bdm.ufpa.br/jspui/bitstream/prefix/6717/1/TCC_Artigo_EducacaoInclusivaEnsino.pdf - The present research work aims at inclusive education and mathematics teaching and the methodological path taken was a brief bibliographical review locating the main focuses involving this educational theme.

Machado and Lorete (2019) addressed the implementation and practices of Specialized Educational Assistance (AEE)⁹ at the Federal Institute of Education, Science and Technology of Espírito Santo (IFES) - Campus Venda Nova do Imigrante. Started in 2013 to meet specific demands, AEE has evolved to adapt to emerging needs. The article highlights the importance of inclusion in high school and the necessary adaptations to ensure the success of students with specific needs.

When discussing legislation that supports inclusion, the article highlights the role of the various policies and resolutions that shape these students' access and retention in the educational system. Based on Superior Council Resolution No. 55/2017, which establishes procedures for identifying and monitoring students with Specific Needs, the AEE is formalized on the Campus through the Support Center for People with Specific Needs (NAPNE).

The process of identifying students with specific needs is detailed, emphasizing the importance of the NAPNE team in understanding individual demands and coordinating efforts to ensure the necessary adaptations. This includes assessing the conditions of each student, defining curricular flexibility, preparing Individualized Teaching Plans (IEP) and making adaptations to assessment methods.

The article highlights the importance of flexibility in assessment, with an emphasis on adapting assessment forms and methods to the specific needs of each student. Examples of adaptations are provided, such as the provision of assistive technologies, the extension of assessment delivery deadlines and the carrying out of assessments under special conditions.

Finally, the article presents a flowchart that summarizes the procedures involved in identifying and monitoring students with specific needs, reinforcing the Campus's commitment to inclusion and adequate support for these students.

Machado and Lorete (2019) addressed the functioning of Specialized Educational Assistance (AEE) in state schools in Espírito Santo, focusing on the experiences of the Domingos Perim State Elementary School. The work discusses the integration of AEE into the school's pedagogical proposal, highlighting the importance of the collaborative action of professionals such as caregivers, interpreters, Libras instructors and AEE teachers.

⁹ Specialized educational assistance - AEE has the function of identifying, developing and organizing pedagogical and accessibility resources that eliminate barriers to full student participation, considering their specific needs.

When analyzing the practices developed at the school, based on authors such as Gomes and Mantoan, the researchers highlight the challenges of inclusion and diversity. The scarcity of resources, the lack of adequate physical adaptations and the need for teacher training in the area of special education are issues faced daily.

The work also highlights the importance of public policies and legislation that guarantee the right to inclusive education, such as Decree N° 7611/2011, which defines the target audience for special education and establishes specialized educational assistance as a form of support for the process. of teaching and learning.

Given this context, the objective of the study is to reflect on the effectiveness of state guidelines to meet the specific needs of students with disabilities, pervasive developmental disorders or high abilities/giftedness. Furthermore, we seek to discuss the insertion of AEE professionals in the classroom and in a broader role, contributing to the development of collaborative practices and equity in the school environment.

Machado and Lorete (2019) present a study on the implementation, functions and actions of the Center for Assistance to People with Specific Needs (Napne) in the context of the Federal Institute of Espírito Santo (Ifes), Nova Venécia campus. The work is based on a history of the insertion and organization of actions aimed at the target audience of Special Education students in the institution, from legislation to organizational practices.

The importance of collaborative work is highlighted as a fundamental tool to enhance the learning of students with special needs. The study highlights that ensuring inclusive education goes beyond the presence of the special education professional, involving collaboration between various professionals and the school community.

The research, qualitative in nature, is based on experience reports and reflections on the actions developed by Napne on the Nova Venécia campus. Through these reflections, we seek to identify ways to improve services and promote inclusive and quality education for all students, in accordance with the policies and legislation that govern Special Education in Brazil.

Machado and Lorete (2019) address the process of inclusion of students with specific needs in Brazilian schools, highlighting that, despite legislative advances and achievements, there are still challenges in making inclusion effective and understood as the essence of Education. They argue that schools and education must be accessible to everyone, regardless

of their specific needs, and that inclusion should not be treated just as a legal obligation, but as something essential for the institution.

The article proposes a reflection on the school's role in promoting inclusion, suggesting ways to make this process a reality within classrooms. The importance of recognizing the heterogeneity that exists in a school environment and understanding that inclusion can be an enrichment factor is highlighted, not only for students with specific needs, but for the entire school community.

Through a literature review, the authors seek to present approaches that emphasize the importance of an inclusive school, which does not discard any student and shares knowledge without reservation. After all, inclusion is not just a legal issue, but an essential part of the vocation of the school institution, which must be in a constant process of change and adaptation to meet the needs of all its students.

Machado and Lorete (2019) explore the challenges and hopes related to the implementation of inclusive education in schools, highlighting the importance of this educational model to guarantee the right to education for all students. The work is based on the experience report of a student with physical and intellectual disabilities, seeking to elucidate the benefits that inclusion can bring to children with special needs.

In the Brazilian context, although legislation guarantees the right to education for all, the practice of inclusion faces obstacles, such as the lack of investment in accessible school infrastructure and specialized resources to meet students' needs. This results in delays in the academic training of people with disabilities, compromising their future prospects and violating constitutional principles.

From Hannah Arendt's perspective, the authors highlight society's collective responsibility in ensuring quality education for all. They argue that the school should be a space of plurality, where teachers are prepared to meet the different needs of students, and where family and community life are valued as a complement to formal education.

Inclusive education is seen as an oasis in the midst of the desert of discrimination and prejudice, contributing to the formation of responsible people who are aware of their participation in society. Thus, the work proposes a reflection on the limits, potential and

challenges of a truly inclusive school, highlighting the importance of the participation of all social actors in this process.

Machado and Lorete (2019) carried out a study on teaching practices related to Attention Deficit/Hyperactivity Disorder (ADHD) and its inclusion in schools. The research, based on a bibliographical review, aimed to investigate the methodologies used by teachers in the teaching and learning process of students with ADHD, aiming to contribute to quality training for these students.

The interest in the topic arose due to the growing number of children diagnosed with ADHD and its impact on the school environment, leading to the need to understand the teaching practices adopted to serve these students. The study was also motivated by the author's experience as a psychologist, observing how the disorder affects the child's relationship with learning.

Characterized by symptoms such as inattention, hyperactivity and impulsivity, ADHD directly influences school performance and students' relationships with teachers and peers. However, the lack of understanding and appropriate strategies on the part of educators can make it difficult for these students to be included in the school environment.

The research sought to identify the emotional and behavioral characteristics of children with ADHD in the classroom, the training needs of teachers to deal with these students and the methodological strategies used in the school inclusion process. It was concluded that, although educators recognize the importance of inclusion, many still face doubts about its effectiveness in practice, especially with regard to students with ADHD.

Furthermore, the study highlighted the importance of offering information and promoting future research related to the inclusion of students with ADHD, aiming to provide quality education for everyone, regardless of their specificities. Understanding the challenges faced by teachers and the search for appropriate strategies are fundamental to ensuring the success of these students' school inclusion.

Machado and Lorete (2019) presented a study on the production of teaching videos with accessibility resources in the context of the Federal Institute of Espírito Santo (Ifes), focusing on the inclusion of resources such as Libras, subtitles and audio description (AD).

The objective was to discuss the effectiveness of using these resources and propose recommendations in terms of usability and effectiveness of these materials.

The motivation for this discussion arose from the need to rethink the production of educational video material to include accessible resources, thus ensuring equal access to information. Adapting teaching materials to include these resources often requires a complete reconstruction of the material, which demands time, work and the participation of several professionals. Therefore, it is essential that materials are designed from the beginning with these accessibility features in mind.

The study was based on video productions with translation into Libras and audio description published on the Cefor YouTube channel, in addition to specific legislation for accessibility and bibliographic references. Based on these elements, the authors discussed the challenges and successes in inserting these resources, focusing on the triple aspect of Audiovisual Translation, which includes translation into Libras, subtitling and audio description.

Inclusion and affirmative action policies have gained prominence in Brazil, especially in recent decades, driven by social movements in search of equal access and rights to training and information. Laws and decrees related to accessibility establish general mandatory principles regarding the use of accessible resources, but there are still challenges regarding the effectiveness and receptivity of these resources.

With regard to deafness, Libras is recognized as a natural form of communication and expression for deaf communities, and its inclusion in educational materials is essential to guarantee everyone's access to information. Therefore, the study highlights the importance of considering basic aspects of deafness and Libras when producing accessible audiovisual materials.

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